

APPENDIX S
SCORING RUBRIC FOR MCAS-ALT
ELA—WRITING

SCORING RUBRIC for ELA–Writing

Student’s Name:
 (Check one) Narrative Opinion/Argument Informative/Explanatory

Date:

		M	1	2	3	4
Level of Complexity			Writing sample not submitted or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “ <u>grade-level</u> .”
Demonstration of Skills and Concepts	Expression of Ideas and Content	Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood	No main idea (informative), point of view (opinion), event sequence (narrative), or focus (poetry); or was unclear or off-topic; or used single word, picture, or symbol to express ideas; or all text provided by teacher	Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry)	Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry);	Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry)
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage	General meaning could be understood, though use of grammar was limited and/or contained errors or run-on sentences; or lacked poetry form (poetry)	Complete sentences with some errors; grammar was effective; correct noun-verb agreement; some evidence of poetry form (poetry)	Meaning was clear, with rare or no errors in grammar and overall usage; poetry form used appropriately (poetry)
	Text Structure		Used single words, pictures, symbols without text; or all text provided by teacher	Sentence fragments (phrases) or one complete sentence used to express ideas; produced two related lines (poetry)	At least two complete sentences were used to express ideas; produced up to four related lines (poetry)	A paragraph of at least three related, well-constructed sentences was used to express ideas; more than four related lines (poetry)
	Use of Vocabulary		Vocabulary was unrelated to assignment; or all text was provided by teacher	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate	Vocabulary was functional and relevant; used basic common words, with some descriptive language	Vocabulary was clear and precise; used descriptive language, modifiers, connecting words and/or phrases
Independence		Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood	Student required extensive, almost continuous prompts to complete writing sample (0-25% independent) _____%	Student required frequent prompts to complete writing assignment (26-50% independent) _____%	Student required some prompts to complete writing assignment (51-75% independent) _____%	Student required no, or very few, prompts to complete writing assignment (76-100% independent) _____%